

1

(A') 32 The effects of the thought with which a child is concerned do not suddenly vanish. These may go from sight but they do not vanish from the conscious and subconscious contents. The elements of that thought which is not a fleeting thought but <sup>representative of</sup> abiding psychic conditions = do not vanish. Thoughts, as well as emotions, are not to be considered as purely evanescent in their nature. They continue to be more or less influential according to their attitudinal values and intensities.

P. 688

#### 1st Section - Discipline

If education is to be employed to best advantage, its finest (instrumentalities) must be used at the very beginning which is at the time a life is conceived to be born into the world. Where these are not at hand in the parental environment, then public education should use them at the earliest moment - when the child enters nursery school, kindergarten or, at the latest, the elementary school. But the most ideal opportunity presents itself prior to <sup>and</sup> immediately following birth, as the embryo which becomes the infant successively comes in contact with its new environments. These, though imperceptibly to the casual observer, begin to affect and incline <sup>its</sup> the tendencies of its nature from the very moment of conception. Often, it is long after infancy, childhood, and, in many instances, adolescence, that the results of this commingling of environmental-innate influences will appear on the surface in the form of overt behavior. (A')

However conjectural this may seem, despite the biological stability of the prenatal growth sequence, at this time it is needful and, indeed, a glad contribution to the human life that is to be when practical understanding of the early psychological nature, besides the care of externals, can vibrantly be brought to bear upon the embryo which successively becomes the foetus, the or neonate, and child. If the needed breadth of understanding